



# TYNDALE

• SEMINARY •

## Course Syllabus

FALL 2018

LEARNING TO TEACH; TEACHING TO DISCIPLE

CHED 0552

SEPTEMBER 11 – DECEMBER 4, 2018

TUESDAYS, 2:15 – 5:05 PM

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Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## I. COURSE DESCRIPTION

This course provides a vision for Christian education (CE) in the life and mission of the church. Drawing from key passages in the Bible and the wider field of education, learners will develop a biblical theology of CE and discipleship, be familiar with some learning theories (especially Jesus' model), reflect on one's growth as disciple and teacher, and develop a working framework for teaching. The major goal is to build strong theological and educational foundations for effective teaching and discipleship in personal life, church and mission.

Jesus' great commission is to "make disciples of all nations, baptising ... and teaching them to obey everything I have commanded...." (Mt. 28:18-20, NRSV). Graham Cray, affirming this stated that, "Churches have to realize that the core of their calling is to be disciple-making communities, whatever else they do; the primary purpose of Christian community is

formation as disciples.”<sup>1</sup> However, many pastors and ministry leaders do not fully grasp the nature or role of CE, and often lack basic understanding in teaching and curriculum theory. This course seeks to address this important issue.

This course seeks to meet the Master of Divinity learning outcome #4: “To develop & hone skills for theologically reflective ministry practice in its various forms.”

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Outline a biblical theology of Christian education, see its role in teaching and discipleship in the church, and understand some of its challenges today.
2. Develop greater self-awareness as “disciple” and “teacher” through reflections on a biblical understanding of “discipleship,” readings in Christian education, and the impact of past mentors (and their teaching values) in one’s life.
3. Acquire a working knowledge of some important educational theorists (especially Jesus’ model) for one’s practice and development as pastor (shepherd-teacher) and ministry leader.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource, 2015.

Palmer, Parker. [\*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life\*](#). 20<sup>th</sup> anniversary edition. Hoboken, NJ: John Wiley & Sons, 1998/2017.

Tyndale Library has a 2012 edition as an eBook (see hyperlink title), which can be used.

Tye, Karen B. [\*Basics of Christian Education\*](#). Atlanta, GA: Chalice Press, 2000.

Tyndale Library has a 2009 edition as an eBook (see hyperlink title), which can be used.

Selected Articles (on Moodle resource page- <http://class.tyndale.ca>), about 200 pages

### B. RECOMMENDED READING AND TOOLS

James K. A. Smith, *You are What You Love*. Brazos Press, 2016.

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<sup>1</sup> Graham Cray, *Making Disciples in Fresh Expressions of Church* (Fresh Expression, 2013).

Smith's description of powerful cultural liturgies that shape our loves is timely, in light of our too common "schooling model" to teaching and discipleship (e.g. take a course, Bible studies, etc). We will read a chapter from this delightful book.

Jack Chalk, *Making Disciples in Africa*. Langham Global Library, 2013.

Two-thirds of sub-Saharan Africa are Christian; yet the gospel has had little impact on the biblical worldview of contemporary African culture. Chalk's analysis, conclusions and recommendations are meant to help the African church deal with the syncretism and its impact on the beliefs and practices of its members.

Thomas H. Groome, *Will There Be Faith? A New Vision for Educating and Growing Disciples*. Harper One, 2011.

We will study Groome's "shared Christian praxis" approach to teaching, which first appeared in his *Christian Religious Education* (CRE), (HarperSanFrancisco/Jossey-Bass, 1980/1999), and remains a major theme in this book. Groome outlines his vision of Christian religious education in the Roman Catholic tradition. We will read a chapter from CRE, a classic in the field.

Israel Galindo and Marty C. Canaday, *Planning for Christian Education Formation: A Community of Faith Approach*. St. Louis, MS: Chalice Press, 2010.

While this course is more philosophical and theological, Galindo and Canaday deal with the practical implications of organization and administration for effective CE at a congregational level.

J.I. Packer, and Gary Parrett. *Grounded in the Gospel: Building Believers the Old-Fashioned Way*. Grand Rapids, Baker Books, 2010.

A study of catechesis as a way of teaching and faith formation, co-authored by a world-renowned theologian and an excellent professor of CE.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge University) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **C. ASSIGNMENTS AND GRADE**

### **1. Readings & Small Group Discussion**

Attendance in class, participation in class/small group discussions and completion of assigned readings prior to class discussions are expected. Missing any portion of the class, unless due to illness or serious personal issues, is disruptive and would negatively impact learning. Please also see specific policies regarding missing classes and impact on your grade (Academic Calendar 2018-19).

Student participation in group discussion will be evaluated on a scale of 1 to 4:

1—Present, not disruptive (D)

2—Responds when called on but does not offer much; infrequent involvement; adequate preparation, but no evidence of interpretation or analysis (C)

3—Offers straightforward information; contributes moderately when called upon (B)

4—Good preparation; offers interpretation and analysis, contributes well to discussion in on-going fashion (A)

While there is no specific grade percentage given to this, poor participation and incompleteness of assigned readings for discussion can impact your overall grade (e.g. if you are “borderline,” you may fail). Similarly, good work here can boost your overall grade!

## **2. Presentation & Ministry Reflection on Morgan (25% of final grade)**

### Presentation (10% of grade)

You will be assigned a chapter from Morgan (2015). You will prepare a short presentation of the central “discipleship” theme in the chapter. In the first 7 minutes of the presentation, you will summarize the key points that are part of the central theme, and engage with Morgan, highlighting strengths and/or limitations.

For the second half of the presentation, you will briefly (7 minutes) outline how these insights have helped you reflect more deeply on your own discipleship to Jesus. You will end by providing 1-2 questions for class discussion (7 minutes).

A “schedule of presentations” would be provided at the second class, and depending on class enrollment, you probably will be working in a team with 2-3 colleagues. Presentations begin Oct. 2 (week #4).

### Personal Ministry Reflection (15% of grade)

Select THREE major discipleship themes in Morgan (one from each chapter, with referenced citations; include quotes) and reflect on how insights from these themes can enrich discipleship in your faith community.

Identify a specific ministry group you are associated with (e.g. children, your small group, youth, or young adults). Reflect on where they are related to these three discipleship themes (from your observations, conversations). What are some questions or issues you want to raise? What are some ideas you may want to try out to facilitate growth in discipleship among this group of brothers/sisters?

Due date: Friday of the week of your presentation (see “schedule of presentations”)

Length: 2-3 pages, single-spaced

Evaluation criteria: Clear outline of three discipleship themes (with referenced citations; include quotes) and their importance; clear description of ministry group; relevance of questions/issues to your group; application ideas.

### **3. Reflection Papers on Tye & Palmer (2 X 15% = 30% of final grade)**

Write a personal reflection paper on what you judge to be the THREE most important (major) ideas in Tye and Palmer (one major idea from each chapter, with referenced citations; include quotes), with implications for your particular teaching/vocational context.

#### For Tye

- (a) Outline clearly, what you discern to be the three most important (major) ideas (one from each chapter, with referenced citations; include quotes).
- (b) Explain why these ideas are important to the teaching ministry in your church context.
- (c) What insights, applications and questions do these major ideas spark for you, as pastor (shepherd-teacher) and ministry leader?

#### For Palmer

- (a) Outline clearly, what you discern as the three most important (major) ideas (one from each chapter, with referenced citations; include quotes).
- (b) Explain why these ideas are important for your development as a person who teach, mentor or influence others in church or other settings.
- (c) What insights, applications and questions about “teacher” and “teaching” do these ideas spark for you?

Due dates: Tye (Oct. 30) & Palmer (Nov. 20)

Length for Tye: 2-3 pages, single-spaced

Length for Palmer: 2-3 pages, single-spaced

Evaluation criteria: as above

Note: I use the “review and track changes” feature in MS Word to grade all papers and find it easier with single-spaced documents.

### **4. Major Project (45% of final grade, two options)**

#### Option A: Gifted Teacher

You will interview a “gifted teacher” with substantial teaching experience in church or public setting (if you select a pastor, the emphasis is on “teaching” and not “preaching.”) You will ask this person to outline core values and practice in his/her teaching and how these were nurtured over the years. A guideline and selection of questions for this exercise would be provided by the instructor.

Relate what you discover in this interview-research with insights from lectures and readings. Engage with your interviewee's comments, affirming insights shared with relevant quotations from readings (Tye, Morgan, Palmer, articles discussed, lectures), as well as raising issues/questions that were not discussed by your interviewee. Conclude with implications for your development and growth as pastor (shepherd-teacher) or teacher in your faith community.

Note: Select your "gifted teacher" very carefully. S/he should be experienced and recognized for his/her teaching gift, so that you get some good data. If you interview a pastor, the focus of your conversation should be on "teaching" (instruction) and not "preaching" (proclamation).

Due date: Dec. 14

Length: 7-8 pages, single-spaced (exclude title & reference list).

Evaluation criteria: posted on Moodle.

### Option B: My Growth as Disciple and Teacher-Mentor

This assignment is an attempt to help you develop greater self-awareness of your growth as "disciple" and as "pastor-teacher-mentor."

To prepare, draw a time line of your life and highlight critical moments where your discipleship to Jesus deepened significantly. What happened? What aspects of your life were challenged? How do these relate to what you learned about discipleship in Morgan? What other aspects of discipleship has Morgan raised for deeper self-reflection and growth (include referenced citations/quotations from Morgan)?

In another section of the time line, highlight important teacher-mentors who impacted you. What struck you about the way they taught or mentored you? What values did they pass to you that were important for your development as person-disciple, and shepherd-teacher-mentor? How do these "teaching values" relate to what you learned about effective teachers and teaching in lectures and readings (include referenced citations/quotations from Tye, Palmer, lectures, articles discussed)?

Using this time line as a framework, write an essay of your own development as "disciple" and as "shepherd-teacher-mentor".

Due date: Dec. 14

Length: 7-8 pages, single-spaced (exclude title & reference list).

Evaluation criteria: clear description of one's development and growth as disciple and as shepherd-teacher-mentor, with good engagement and interaction with lectures and readings (with referenced citations/quotations).

## **D. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reflections on Tye & Palmer (2 X 15 %)	30 %
Presentation of chapter from Morgan (Group), 10% Personal Ministry Reflection, 15%	25 %
Major Project	45 %
<b>Total Grade</b>	<b>100 %</b>

## F. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK & PENALTY FOR LATE WORK

All assignments are to be submitted via Moodle by 11:55 PM on the due date.

Late work will be penalized at the rate of ONE MARK FOR EACH DAY, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Note that this policy is slightly different from what is in the current Academic Calendar.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#). Use of footnotes is encouraged.

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

## Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

My intention in this introductory course is to expose you to a selection of important topics in Christian education. Thus, readings and class lectures may sometimes not overlap, but this allows me to broaden learning.

### September

11	Course overview & requirements Covenant, community & a culture of learning	Siew (2006; 2013) Griffiths (2002)
18	Whither Christian Education? Discussion: Farley; Tye	Farley (1985; 2005) Tye Intro., 1-2

25 No class on Tuesday.

We will join the Intentional Disciple Making Church Conference (IDMC) on Friday, Sept. 28 at Toronto Christian Community Church, 100 Acadia Ave., Markham, ON, L3R 5A2. The plenary speaker is Rev. Edmund Chan, veteran pastor of one of the largest churches in Singapore and International Director of IDMC.

See <http://www.idmc.org.sg/index.php/past-idmc-conferences>



Please make the whole day available, as the conference begins at 9:15am (registration) and ends at 5pm. Conference is free for all pastors and full-time seminary students, subject to seating capacity of 1200 delegates. The cost for others is \$100 per person, or \$90 in a group of 5, which includes lunch and tea break. You should register early as it is filling up fast. See <http://www.ccowecanada.org/pdn/idmc2018/>

October

2	A Biblical Theology of CE & Discipleship Teaching as Spiritual Act Creativity & Teaching Discussion: Robinson; Palmer; Morgan	Robinson (2006) Palmer, Intro and 1 Morgan 1, 2; TED talk Tye 3-4
9	Jesus Master Teacher I Thomas Groome & Shared Praxis Model Discuss: Nouwen; Morgan	Tye 5-6 Morgan 3 Nouwen (1971)
16	Community meal @ Siew's Discussion: Movie	Palmer 2; Tye 7-8
23-26	Reading Days	
30	David Kolb, Experiential Learning Theory Learning Styles Jesus Master Teacher II Discussion: Morgan; Smith	Smith (2016), ch. 1 Palmer 3-4 Morgan 4 <u>Due</u> : Reflection on Tye

November

6	Jean Piaget, Theory of cognitive Development Imagination & story Discuss: Trousdale; Morgan	Woolfolk et al. (2008), 27-42 Trousdale (2004) Morgan 5
13	Erik Erikson & youth identity Discussion: Going; Martin; Morgan	Palmer 5-6 Woolfolk et al. (2008), 61-75 Going (2009); Martin (2006) Morgan 6
20	Understanding adult learners  Discuss: Hess (summary Vella); Morgan	Hess (summary Vella) Morgan 7 Begin interview

		“gifted teacher” <u>Due</u> : Reflection on Palmer
27	Preaching & Teaching Discussion: Rowe; Kandiah; Morgan	Rowe (1999); Kandiah Palmer 7; Morgan 8
December		
4	Wrap Up & Review of Learning Journey Discussion: Morgan Course evaluation	Morgan 9  <u>Due</u> : Major Project (Dec. 14)

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

I have included some “older” texts as their themes remain influential in the field.

### Children

2011. Nye, Rebecca. *Children’s Spirituality: What It Is and Why It Matters* (London, Church House Publishing)

2010. Beckwith, Ivy. *Formational Children’s Ministry: Shaping Children Using Story, Ritual and Relationships* (Grand Rapids, MI: Baker Books)

2008. Allen, Holly Catterton, (ed.) *Nurturing Children’s Spirituality: Christian Perspectives and Best Practices*. (Eugene, OR: Cascade)

2008. Moore, Walker. *Rites of Passage Parenting: Four Essential Experiences to Equip Young Kids for Life* (Nashville, TN: Nelson)

2007. Marty, Martin E. [The Mystery of the Child](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

2005. Greene, Sheila (editor). [Researching Children’s Experience](#) (Thousand Oaks, CA: Sage Publications)

2005. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. [Children Matter: Celebrating Their Place in the Church, Family, and Community](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

2005. Mercer, Joyce Ann. [Welcoming Children: A Practical Theology of Childhood](#) (Chalice Press).

2004. Beckwith, Ivy. [Postmodern Children's Ministry](#) (Grand Rapids, MI: Zondervan/Youth Specialties)

2004. Krych, Margaret A. [The Ministry of Children's Education: Foundations, Contexts and Practices](#) (Minneapolis, MN: Fortress Press)

1998. Stonehouse, Catherine. *Joining Children on the Spiritual Journey* (Grand Rapids, MI: Baker Books).

1997. Dawn, Marva V. [Is It a Lost Cause?: Having the Heart of God for the Church's Children](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

1991. Berryman, Jerome W. [Godly Play: An Imaginative Approach to Religious Education](#) (San Francisco, CA: Harper San Francisco)

### Youth and Adult

2013. David P. Setran and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry* (Grand Rapids, MI: Baker Academic)

2010. Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church* (Oxford, UK: Oxford University Press).

2009. Nancy Going, "The Way of Jesus: Adolescent Development as Christological Process," *Lifelong Faith* (Winter 2009), pp. 3-13

2006. Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Zondervan).

2006. Brookfield, Stephen D. *The Skillful Teacher*, 2<sup>nd</sup> edition (Jossey-Bass).

2006. Merriam, Sharon B. and Rosemary S. Caffarella. *Learning in Adulthood, Second edition*. (Jossey Bass)

2004. LeFever, Marlene. [Creative Teaching Methods](#), 2<sup>nd</sup> edition (Colorado Springs, CO: David C. Cook)

2002. McKenzie, Leon and R. Michael Harton. [The Religious Education of Adults](#) (Macon, GA: Smyth & Helwys)

2002. Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Revised edition. (San Francisco, CA: Jossey-Bass).

### Inter-Generational Learning

2012. Allen, Holly Chatterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: InterVarsityPress)

2011. Brown, Jeannine K., Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation* (Grand Rapids, MI: Baker Academic Press).

2008. Nelson, C. Ellis. *Growing Up Christian: A Congregational Strategy for Nurturing Disciples* (Macon, GA: Smyth & Helwys).

2008. Martineau, Mariette, Joan Weber and Leif Kehrwald. *Intergenerational Faith Formation: Learning the Way We Live* (Twenty-third Publications).

2008. Vanderwell, Howard (editor). *The Church for all Ages* (The Alban Institute).

2004. DeVries, Mark. *Family-based Youth Ministry*, Revised Edition (Downers Grove, IL: InterVarsity Press).

### Cross-Cultural Learning

2007. Hill, Kenneth H. [\*Religious Education in the African American Tradition: A Comprehensive Introduction\*](#) (Chalice Press).

2004. Conde-Frazier, Elizabeth, S. Steve Kang and Gary A. Parrett (eds.) *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation* (Grand Rapids, MI: Baker Academic)

2004. Van Engen, John (ed.) [\*Educating People of Faith: Exploring the History of Jewish and Christian Communities\*](#) (Grand Rapids, MI: Wm. B. Eerdmans).

2003. Antone, Hope S. *Religious Education in Context of Plurality and Pluralism* (Quezon City, Philippines: New Day Publishers, and Hong Kong Christian Conference of Asia)

2003. Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching* (Grand Rapids, MI: Baker Books)

2003. Talvacchia, Kathleen T. *A Spirituality of Multicultural Teaching* (Chalice Press)

### Christian Higher Education

2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning* (Langham Global Library).

2008. Aleshire, Daniel O. *Earthen Vessels: Hopeful Reflections on the Work and Future of Theological Schools* (Grand Rapids, MI: William B. Eerdmans Publishing Company).

2008. Bass, Dorothy C. and Craig Dykstra (Editors). [\*For Life Abundant: Practical Theology, Theological Education and Christian Ministry\*](#) (Grand Rapids, MI: William B. Eerdmans).

2004. Palmer, Parker. [\*A Hidden Wholeness: The Journey toward an Undivided Life\*](#) (Jossey-Bass).

2004. Wolterstorff, Nicholas. [\*Educating for Shalom: Essays on Christian Higher Education\*](#) (Grand Rapids, MI: Wm. B. Eerdmans).

2002. Jones, L. Gregory and Stephanie Paulsell (eds.) *The Scope of Our Art: The Vocation of the Theological Teacher* (Grand Rapids, MI: William B. Eerdmans).

2002. Wolterstorff, Nicholas P., edited by Gloria Stronks and Clarence W. Joldersma, *Educating for Life: Reflections on Christian Teaching and Learning* (Grand Rapids, MI: Baker Academic)

2001. Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent.* (Thomas More Press).

1999. Hodgson, Peter C. [\*God's Wisdom: Toward a Theology of Education\*](#) (Louisville, KY: Westminster/John Knox Press)

1998/2007. Palmer, Parker J. [\*The Courage to Teach\*](#) (Jossey-Bass).

1991. Christensen, C. Roland, David A. Garvin and Ann Sweet. [\*Education for Judgment: The Artistry of Discussion Leadership\*](#) (Harvard Business School Press).

1988. Farley, Edward. *The Fragility of Knowledge: Theological Education in the Church and the University* (Minneapolis, MN: Fortress Press).

1984. Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development* (Prentice-Hall).

1992. Adler, Mortimer J. *A Second Look at the Rearview Mirror: Further Autobiographical Reflections of a Philosopher at Large* (Macmillan Publishing Company).

1982. Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto* (Macmillan Publishing Company).

### Discipleship

2015. Alison Morgan, *Following Jesus: The Plural of Disciple is Church* (Somerset, UK: ReSource).
2013. Graham Cray, *Making Disciples in Fresh Expressions of Church* (Fresh Expression).
2013. Jack Chalk, *Making Disciples in Africa* (Langham Global Library).
2011. Thom S. Rainer and Eric Geiger, *Simple Church: Returning to God's Process of Making Disciples* (B&H Publishing)
2010. Graham Cray, *Who's Shaping You? – 21st Century Disciples* (Cell UK Ministries)
2010. Dallas Willard, "Discipleship" in Gerald McDermott (editor), *Oxford Handbook of Evangelical Theology* (Oxford University Press)
2010. John Stott, *The Radical Disciple* (Inter Varsity Press)
2009. Michael Frost and Alan Hirsch, *ReJesus: A Wild Messiah for a Missional Church* (Hendrikson)
2008. Sondra Higgins Matthaai, *Formation in Faith: The Congregational Ministry of Making Disciples* (Abingdon Press)
2007. Jonathan R. Wilson, *Why Church Matters: Worship, Ministry and Mission in Practice* (Brazos Press)
2007. Sanneh, Lamin. *Disciples of All Nations* (Oxford University Press).
2006. Dallas Willard, *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship* (Monarch)
2006. David Augsburger, *Dissident Discipleship: A Spirituality of Self-Surrender, Love of God and Love of Neighbor* (Brazos Press)
2005. Jeffrey D. Jones, *Traveling Together: A Guide for Disciple Forming Congregations* (Alban Institute)
2004. Michael W. Foss, *Power Surge: Six Marks of Discipleship for a Changing Church* (Fortress Press)
2001. Dietrich Bonhoeffer, *The cost of discipleship*, new edition (SCM Press)
1992. Michael Wilkins, *Following the Master: A biblical theology of discipleship* (Zondervan)

## Christian Education & Faith Formation in the Church

2016. James K.A. Smith. *You Are What You Love* (Brazos Press)

2012. Dillon, Christine. *Teaching the Gospel through Story* (Downers Grove, IL: IVP).

2011. Thomas H. Groome, *Will There Be Faith? A New Vision for Educating and Growing Disciples* (San Francisco, CA: Harper One).

2010. J. I. Packer and Gary Parrett. *Grounded in the Gospel: Building Believers the Old-Fashioned Way* (Grand Rapids, Baker Books)

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2009. Carkuff Williams, Cassandra D. *Learning the Way: Reclaiming Wisdom from the Earliest Christian Communities* (Alban Institute).

2009. Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful* (Downers Grove: IVP Academic).

2009. James K. A. Smith. *Desiring the Kingdom: Worship, Worldview and Cultural Formation* (Grand Rapids, Baker Academic)

2008. Sondra Higgins Matthaei, *Formation in Faith: The Congregational Ministry of Making Disciples* (Abingdon Press)

2006. Yust, Karen Marie and E. Byron Anderson. [Taught by God: Teaching and Spiritual Formation](#) (Chalice Press).

2005. Osmer, Richard. *The [Teaching Ministry of Congregations](#)* (Louisville, KY: Westminster/John Knox Press)

2005. Robinson, Anthony B. *What's Theology got to do with It?: Convictions, Vitality and the Church* (Alban Institute).

2004. Burgess, Harold W. *The Role of Teaching in Sustaining the Church* (Bristol House, Ltd.)

2004. Murphy, Debra Dean. *Teaching that Transforms: Worship as the Heart of Christian Education* (Brazos Press).

2003. Bracke, John M. and Karen B. Tye. [Teaching the Bible in the Church](#) (Chalice Press).

2003. Farley, Edward. [Practicing Gospel: Unconventional Thoughts on the Church's Ministry](#) (Louisville, KY: Westminster/John Knox Press).

2002/1994. Copenhaver, Martin B. *To Begin at the Beginning: An Introduction to the Christian Faith, Revised and Expanded* (The Pilgrim Press)

2002. Halverson, Delia. [Teaching & Celebrating the Christian Seasons: A Guide for Pastors, Teachers, and Worship Leaders](#) (Chalice Press).

2002. Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry* (Abingdon Press). See chapter 8, "The Pastor as Teacher: Christian Formation."

2001. Anthony, Michael J. *Introducing Christian Education: Foundations for the 21<sup>st</sup>. Century* (Grand Rapids, MI: Baker)

2001. Burgess, Harold. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective* (Evangel Publishing House)

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2000. Westerhoff III, John. *Will Our Children Have Faith?* Revised Edition (Morehouse).

1999/1980. Groome, Thomas. *Christian Religious Education: Sharing our Story and Vision* (Harper SanFrancisco/Jossey-Bass).

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### Jesus as Teacher

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